



GLENDALE UNION HIGH SCHOOL DISTRICT TEACHER PERFORMANCE EVALUATION RUBRIC

Goals of the Glendale Union High School District teacher performance evaluation system:

- 1) Meet the statutory requirements for teacher evaluation.
- 2) Enhance and improve student learning.
- 3) Communicate clearly defined expectations.
- 4) Promote relevant, targeted and measurable professional development.

Evaluation Model:

The teacher and administrator will collaborate within this performance evaluation system. Data from a variety of sources including, but not limited to, student achievement, content team collaboration, classroom observation and teacher-produced instructional material will be used in determining the summative ratings within each category. A formative evaluation conference will be held by the end of first semester. A summative evaluation conference will be held prior to May 1, and the final written evaluation will be completed within five school days.

Teachers will be evaluated based on how effectively they demonstrate performance on four proficiency standards. For each standard, the evaluator will provide specific comments on strengths and development areas and a rating. Progress toward meeting performance targets will also be documented. As part of the evaluation process, the evaluator will assist in providing direction for the teacher's personal professional development plan.

Effective professional growth is a continual process. As new strategies and techniques are developed, professional teachers, even while maintaining commendable practice, strive to find areas in which to distinguish themselves. Therefore, in one's career there is a natural movement through the categories. In order to expand professional practices, teachers must find areas to improve. Consequently, the higher levels are set to function as career goals – inspiring professional growth rather than establishing set requirements. The real goal is to find areas of refinement where the master teacher can move towards distinction.

GUHSD Teacher Performance Evaluation

Rating Scale:

The evaluation uses the following rating scale: Distinguished, Highly Effective, Effective, Developing, and Ineffective. Four points are awarded for each Distinguished rating, 3 points for Highly Effective, 2 points for Effective, 1 point for Developing and 0 points for Ineffective. Points awarded for each indicator within a standard will be added together and averaged to determine the rating for the standard. The teacher performance evaluation rubric is used to assess the individual's performance on each of four standards. Early in a teacher's career it is understood that he/she may be rated developing on multiple standards with progress toward effective to be expected. The expectation is that all teachers will strive to become highly effective or distinguished on all standards over time. Distinguished ratings should be reserved for truly outstanding performance at the level of role model.

Distinguished: The teacher at this level of performance is a master teacher. He/She is an integral part of his/her department, campus and school community. This teacher assumes responsibility for leadership duties and has a high level of positive visibility. The teacher continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her classroom operates at a qualitatively different level consisting of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning.	Highly Effective: The teacher has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The teacher can transfer this high level of performance to any changes in assignment or duty.	Effective: The teacher clearly understands the concepts underlying the areas and is able to implement each consistently. Skills may often be exhibited but are not routinely practiced.	Developing: The teacher can articulate the concepts in each of the areas. But implementation is sporadic, intermittent, not entirely successful. Some growth is evident in some of the components of each area. Standards/indicators noted as developing will be the focal point for continued improvement.	Ineffective: The teacher cannot yet identify or articulate the fundamental practices associated with each area. Teacher practices may raise questions as to the safety and/or well-being of their students. Teacher does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area. Standards/indicators noted as ineffective will be the focal point for continued improvement. Any standard or indicator rated ineffective will require a written plan of improvement from the teacher.
---	--	---	--	--

GUHSD Teacher Performance Evaluation

STANDARD I – Planning and Preparation:

Data Sources: Administrator observation of PLC meeting, classroom observation, year long curriculum plan, formative assessment, common formative assessment, task analysis.

CREATES INSTRUCTION TO ALIGN WITH CURRICULUM.

Teacher is highly effective plus uses classroom as an action lab for curricular design. Teacher enriches the classroom beyond mandated assessments to maximize student learning.	Teacher is effective plus instrumental in designing and creating curricular plans for instruction. Teacher takes an active leadership role in curricular design.	Teacher has developed a year-long plan for meeting mandated assessments for a specific course. Teacher knows what each student must demonstrate on mandated assessments. Teacher both utilizes existing resources and creates own materials.	Teacher is aware and plans for mandated assessments unit by unit. Teacher is generally aware of what each student must demonstrate on mandated assessments. Teacher seeks assistance for planning from veteran teachers and utilizes existing resources.	Teacher is unaware or ignores mandated assessments. Teacher is unaware of what each student must demonstrate on mandated assessments. Teacher plans are random, scattered, or non-existent beyond daily student activities.
--	--	--	--	---

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

CREATES ASSESSMENTS TO ALIGN WITH CURRICULUM.

Teacher is highly effective plus takes an active leadership role in guiding colleagues across the district in designing assessments.	Teacher is effective plus skillfully designs a variety of assessment formats which are aligned to mandated standards and designated outcomes. Teacher provides leadership to school in team collaboration to develop aligned common formative assessments.	Teacher consistently creates assessments which are aligned to mandated standards and designated course outcomes. Teacher designs assessments which match the level of cognition used during instruction. Teacher establishes clear criteria for assessment prior to instruction. Teacher consistently collaborates with content team/PLC in development of aligned common formative assessments.	Teacher inconsistently creates assessments aligned to mandated standards and designated course outcomes. Teacher inconsistently designs assessments to match the level of cognition used during instruction. Teacher establishes limited or vague criteria for assessments. Teacher inconsistently collaborates with content team/PLC in development of aligned common formative assessments.	Teacher does not plan for alignment or fails to design assessments aligned to mandated standards and designated course outcomes. Teacher's assessments do not match the level of cognition used during instruction. Teacher does not establish clear criteria for assessment prior to instruction. Teacher does not participate in development of aligned common formative assessments.
--	--	--	---	---

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

GUHSD Teacher Performance Evaluation

CREATES A TASK ANALYSIS.

Teacher is highly effective plus assumes a leadership role in facilitating the design of task analysis within the content area and among colleagues.	Teacher is effective plus adapts task analysis when faced with curricular changes or modifies task analysis based on the level of student achievement.	Teacher utilizes a task analysis process consistently which reflects an alignment of instructional practices to unit, course, and program outcomes. An effective task analysis includes selecting the objective at the correct level of cognition, clarifying terms, and listing and sequencing steps of essential learning.	Teacher utilizes a task analysis process which may omit a component or reflects misalignment to course or program outcomes. Teacher shows progress in designing task analysis.	Teacher fails to utilize any process for task analysis or the teacher's task analysis fails to address course and program outcomes.
--	--	--	--	---

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

CREATES AN INSTRUCTIONAL PLAN TO INCORPORATE DIFFERENT LEARNING STYLES.

Teacher is highly effective plus provides students opportunities to exhibit performance through an assessment type that best matches their learning styles.	Teacher is effective plus creates assessments that incorporate various learning styles.	Teacher consistently plans for a variety of instructional and assessment strategies to incorporate the various learning styles of all students. Teacher adapts materials to accommodate students with special needs.	Teacher inconsistently plans for a variety of instructional and assessment strategies to incorporate the various learning styles of all students. Teacher inconsistently adapts materials to accommodate students with special needs.	Teacher is unaware of different learning styles and may only plan for one method of instruction and/or assessment. Teacher does not adapt materials to accommodate students with special needs.
---	---	--	---	---

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

RATING: I. Planning and Preparation. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished ☐ **Highly Effective** ☐ **Effective** ☐ **Developing** ☐ **Ineffective** ☐

GUHSD Teacher Performance Evaluation

STANDARD II – Creating a Positive Classroom Environment:

Data Sources: Classroom observation, classroom rules, district and/or teacher generated grading rubric.

ESTABLISHES CLASSROOM PROCEDURES TO ENSURE A SAFE AND ORDERLY CLASSROOM ENVIRONMENT.

Teacher is highly effective plus students learn to recognize when a new procedure is needed and are involved in the creation of an appropriate solution.	Teacher is effective plus procedures are an integral part of the learning environment. Teacher anticipates needed procedures for a variety of situations then effectively implements them.	Teacher implements procedures to maximize academic learning time, minimize disruptions, and ensure classroom safety. Teacher directions and procedures are clear to students and contain an appropriate level of detail. Teacher directions and procedures are consistently rehearsed and reinforced.	Teacher's classroom generally is safe and accessible. Any issues involving student safety or accessibility are handled quickly and efficiently through the appropriate channels. Teacher directions and procedures are clarified after initial student confusion. Teacher directions and procedures are inconsistently reinforced.	Teacher's classroom is unsafe or inaccessible to all students. Teacher's directions and procedures are missing or confusing to students.
--	--	---	--	--

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

SETS AND MAINTAINS HIGH STANDARDS FOR STUDENT BEHAVIOR.

Teacher is highly effective plus creates a positive classroom environment where students monitor and correct their own behavior.	Teacher is effective plus clearly articulates a rationale for established standards in order to ensure student ownership. Teacher utilizes preventive and corrective behavioral management strategies to ensure optimum teaching/learning time. This classroom has few disciplinary disruptions, minor infractions are handled immediately, and students resume on- task behavior with little or no reminder.	Teacher clearly communicates appropriate rules and standards of behavior for students. Teacher is alert to student behavior at all times and holds each student accountable for the established standards of behavior. Teacher utilizes appropriate consequences for misbehavior, which preserve student dignity.	Teacher establishes standards of conduct for most situations, and most students seem to follow them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student behavior but is inconsistent in enforcing rules or assigns inappropriate consequences. The environment is such that students appear to be regularly testing the teacher.	Teacher fails to establish rules of student conduct or does not clearly communicate the established rules. Students are confused about what the standards are or choose to ignore them. Teacher is unaware of what students are doing, or teacher does not monitor or respond to student behavior. When teacher does respond to student misconduct, the teacher's response is inconsistent, disproportionate or disrespectful.
--	---	---	---	--

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

GUHSD Teacher Performance Evaluation

FACILITATES POSITIVE INTERACTION.

Teacher is highly effective plus respectful interactions occur even in the teacher's absence. Students appropriately resolve their own conflicts.	Teacher is effective plus establishes a sense of community in the classroom. Students are respectful to one another and teacher models for students how to resolve conflict should it occur.	Teacher-student interactions are professional and respectful. Teacher initiates strategies to foster mutual respect between students and intervenes when appropriate to ensure that any underlying problems are addressed.	Teacher knows student names, shows interest in student issues, and generally addresses student concerns and needs. Students sometimes exhibit negative behaviors toward one another in the classroom. Teacher inconsistently or ineffectively applies strategies to resolve conflict.	Teacher shows little interest in students. Interactions in the classroom are characterized by conflict, sarcasm, or put-downs. Teacher is unable or unwilling to address student challenges to authority. There is a general feeling of negativity in the class.
---	--	--	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

SETS HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT.

Teacher is highly effective plus facilitates a process by which students set high standards. Students routinely use teacher- and district-generated rubrics to evaluate their performance and to initiate improvement for themselves and their peers.	Teacher is effective plus consistently conveys high expectations for all students. Teacher has established standards that ensure high quality work. Students can articulate the standards by which their work will be evaluated.	Teacher conveys reasonable and consistent expectations for all students, not just some. Teacher insists on quality work using teacher- and district-generated rubrics to set standards for performance.	Teacher conveys mediocre or inconsistent expectations for student achievement in classroom performance. Students show some academic progress, but the quality of the work may be substandard. Teacher may use vague or ambiguous standards for student performance.	Teacher conveys few expectations for student achievement and classroom performance. Students show little academic progress, and the quality of student work is consistently poor. Teacher does not establish or communicate clear expectations for student performance.
---	--	---	---	---

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

RATING: II. Creating a Positive Classroom Environment. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished ☐ **Highly Effective** ☐ **Effective** ☐ **Developing** ☐ **Ineffective** ☐

GUHSD Teacher Performance Evaluation

STANDARD III – Instructional Skills:

Data Sources: Classroom observation, sample lesson plan, post observation conversation.

ARTICULATES LESSON OBJECTIVE AND TEACHES TO THE OBJECTIVE.

Teacher is highly effective plus all teacher actions are skillfully aligned to the objective. Teacher assists others in lesson design and writing objectives.	Teacher is effective plus students can recognize and restate the intended lesson objective. All teacher actions are effectively aligned to the objective.	A clear lesson objective is evident. Teacher actions are consistently aligned with the lesson objective.	A lesson objective is evident. Teacher actions-- information, responses, activities and questions-- may be inconsistently aligned to the lesson objective.	Objective for the lesson is unclear. Teacher actions-- information, questions, responses, and activities are not aligned or are missing.
---	---	--	--	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

UTILIZES ELEMENTS OF MOTIVATION.

Teacher is highly effective plus can skillfully diagnose struggling students and apply appropriate individual remedies to increase motivation and the academic success of each student.	Teacher is effective plus effectively utilizes all elements of motivation to increase academic success for the entire class.	Teacher recognizes and consistently utilizes some elements of motivation to increase academic success.	Teacher recognizes, but inconsistently utilizes, some elements of motivation-- anxiety, success, knowledge of results, interest, and feeling tone-- to increase academic success.	Teacher does not utilize any of the elements of motivation to increase academic success.
---	--	--	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

PROMOTES RETENTION OF CONTENT.

Teacher is highly effective plus includes students in the meta-cognitive process of creating and labeling models. Teacher skillfully weaves distributed practice throughout the year to enhance student retention of critical course outcomes.	Teacher is effective plus uses effective guided, independent, and distributed practice. Teacher presents a perfect model of expected student performance that is labeled.	Teacher consistently applies elements of retention including modeling, practice, feeling tone and meaning. Teacher increases student retention of concepts by using visual cues, connecting to prior knowledge, and establishing relevance.	Teacher understands but inconsistently applies elements of retention including modeling, practice, feeling tone and meaning.	Teacher fails to incorporate elements of retention including modeling, practice, feeling tone and meaning.
--	---	---	--	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

GUHSD Teacher Performance Evaluation

PROMOTES ACTIVE PARTICIPATION TO IMPROVE STUDENT LEARNING.

Teacher is highly effective plus skillfully matches specific active participation strategies to particular learning outcomes.	Teacher is effective plus effectively engages all students by employing a variety of activities which promote student understanding of the lesson objective.	Teacher consistently engages most students in appropriate activities which are aligned to the lesson objective and promote student understanding of the objective.	Teacher inconsistently or infrequently utilizes appropriate activities to improve student learning. Teacher sometimes uses activities that are not aligned to the lesson objective.	Teacher does not actively engage students in appropriate activities to improve student learning.
---	--	--	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

PROVIDES HIGH-QUALITY, TIMELY, CONSTRUCTIVE, AND SPECIFIC FEEDBACK TO STUDENTS.

Teacher is highly effective plus designs a quality feedback process utilizing a variety of sources. Teacher fosters a self-reflective process for each student.	Teacher is effective plus ongoing feedback is provided on student progress made both during the learning process and after product is completed. Students make prompt use of feedback to improve future learning.	Teacher provides feedback that is consistently of high quality: accurate, substantive, constructive and specific. Feedback is consistently provided in a timely manner.	Teacher provides feedback that is inconsistent in quality. Timeliness of feedback is also inconsistent.	Teacher often fails to provide feedback, but when it is provided, it is of uniformly poor quality: inaccurate, non-substantive, non-constructive and not specific. Teacher also fails to provide feedback in a timely manner.
---	---	---	---	---

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

MONITORS AND ADJUSTS LESSONS.

Teacher is highly effective plus skillfully uses a variety of strategies to monitor student performance.	Teacher is effective plus effectively makes necessary adjustments to the lesson within a class period.	Teacher consistently checks for understanding and uses collected data to determine students' understanding before moving to the next objective. Teacher makes the necessary adjustments from one class period to the next.	Teacher inconsistently checks for understanding or may misinterpret collected data to determine students' understanding before moving to the next objective. Teacher may attempt to adjust a lesson, with mixed results.	Teacher does not check for understanding or inaccurately determines students' understanding before moving to the next objective. Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
--	--	--	--	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

GUHSD Teacher Performance Evaluation

REFLECTS AND ANALYZES INSTRUCTION.

Teacher is highly effective plus assumes a leadership role in assisting others by providing specific feedback to members of a content team or department to improve or enhance instruction.	Teacher is effective plus explains how specific instances in the lesson relate to specific behaviors in the classroom. Teacher judges the effectiveness of his/her lesson in terms of student learning as well as teacher actions.	Teacher makes an accurate assessment of a lesson's effectiveness and can cite general instances during the lesson to support the judgment. The teacher specifically articulates which changes he/she will make and explains what instructional skills apply.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes general observations about how a lesson may be improved.	Teacher fails to reflect upon the lesson, or upon reflection, the teacher does not know if a lesson was effective or achieved its goals, or teacher profoundly misjudges the success of the lesson.
---	--	--	--	---

Distinguished ☐
 Highly Effective ☐
 Effective ☐
 Developing ☐
 Ineffective ☐

RATING: III. Instructional Skills. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished ☐
 Highly Effective ☐
 Effective ☐
 Developing ☐
 Ineffective ☐

GUHSD Teacher Performance Evaluation

STANDARD IV – Meeting Professional Responsibilities:

Data Sources: Grade book, sample parent communication document, attendance office feedback, parent communication log, administrator observation, workshop participation log, personal professional development plan, district office feedback, transcript of graduate coursework.

MAINTAINS ACCURATE RECORDS.

Teacher is highly effective plus assumes a leadership role in assisting and training others in maintaining accurate records.	Teacher is effective plus uses records to support discussions on student improvement with students and parents.	Teacher consistently maintains accurate grades and updates them regularly. Teacher consistently maintains accurate non-instructional records which include, but are not limited to: attendance, parent communication, student discipline, IEPs, eligibility, and PLC documents.	Teacher maintains accurate grades but is inconsistent in updating them regularly. Teacher inconsistently maintains accurate non-instructional records which include, but are not limited to, attendance, parent communication, student discipline, IEPs, eligibility, and PLC documents.	Teacher does not maintain accurate grades and/or fails to update them in a timely manner. Teacher records for non-instructional activities are in disarray. Teacher fails to use and/or maintain adequate non-instructional records as required by local school procedures.
--	---	---	--	---

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

COMMUNICATES WITH PARENTS.

Teacher is highly effective plus regularly attempts to include family in school activities in and out of the classroom.	Teacher is effective plus communication with families is not limited to only corrective comments. Teacher uses a variety of resources in order to ensure effective communication with families.	Teacher maintains regular and open communication with family as needed to ensure student success. Follow-up communication is made. Communication is completed in a timely and appropriate manner.	Teacher inconsistently initiates communication with parents and/or is inconsistent with follow-up communication.	Teacher fails to attempt to communicate with families about school programs and student progress. Communication is inappropriate or untimely.
---	---	---	--	---

Distinguished

☐

Highly Effective

☐

Effective

☐

Developing

☐

Ineffective

☐

GUHSD Teacher Performance Evaluation

CONTRIBUTES TO SCHOOL AND DISTRICT PROGRAMS.

Teacher is highly effective plus initiates alternatives to address school/district needs. Teacher regularly assumes leadership and/or active roles in some aspect of school life. Teacher actively encourages others to become involved.	Teacher is effective plus assumes leadership roles in school/district programs. Teacher also makes efforts to involve others. Teacher volunteers for school/district functions.	Teacher participates fully and meaningfully in school and district programs when requested. Teacher may seek some active roles. Teacher willingly offers suggestions and alternatives in a positive manner.	Teacher is generally aware of school and district programs. Teacher minimally participates in required school/district functions.	Teacher is unaware of school/district programs. Teacher avoids becoming involved in required school/district programs or attends but refuses to participate in required school/district functions.
--	---	---	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

PROVIDES APPROPRIATE STUDENT ADVOCACY.

Teacher is highly effective plus actively challenges school-wide negative attitudes and exclusionary practices as they relate to traditionally underserved students. Teacher leads others to foster positive change.	Teacher is effective plus pro-actively seeks appropriate services for his/her students (i.e., testing, counseling, locating specialized equipment, etc.). Teacher effectively implements inclusionary practices, particularly for those traditionally underserved.	Teacher consistently works with various personnel to ensure that all students receive a fair opportunity to succeed. Teacher is consistently aware of how his/her actions impact students.	Teacher attempts to correct unintentional exclusionary practices by working with various personnel such as special education teachers, ELL teachers, school psychologist, social worker, counselors and instructional aides, etc., to better serve all students. Teacher's efforts may be inconsistent or ineffective. Teacher begins to realize how his/her actions impact all students.	Teacher practices result in students either being ill-served or excluded in the classroom (i.e., ignoring accommodations on an IEP, exhibiting gender bias or cultural insensitivity).
--	--	--	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

GUHSD Teacher Performance Evaluation

IMPLEMENTS PROFESSIONAL DEVELOPMENT AND PURSUES PROFESSIONAL GROWTH.

Teacher is highly effective plus his/her professional growth plan includes an action research component in the classroom or school.	Teacher is effective plus routinely dialogues with other professionals in order to improve teaching. Teacher routinely reflects upon practices and develops a meaningful professional growth plan.	Teacher actively participates in mandated professional development activities and effectively adjusts practices as a result of professional development. Teacher may also seek other opportunities for professional growth.	Teacher attends mandated professional development activities and may make some attempts to adjust practices as a result of the professional development. Teacher may seek additional professional growth opportunities.	Teacher fails to participate in professional development activities as mandated by school, district or state recertification requirements. Teacher does not pursue additional professional growth opportunities.
---	--	---	---	--

Distinguished ☐
 Highly Effective ☐
 Effective ☐
 Developing ☐
 Ineffective ☐

PARTICIPATES PROFESSIONALLY IN MEETINGS.

Teacher is highly effective plus takes on leadership responsibilities that contribute to the overall welfare of the school and/or district.	Teacher is effective plus accepts additional assignments or responsibilities that contribute to the overall welfare of the school and/or district.	Teacher is consistently on time for all required school and district meetings. Teacher actively participates and makes positive contributions in meetings.	Teacher is inconsistent in timeliness and/or attendance of required school and district meetings- faculty, department, PLC, IEP, etc. Teacher makes some attempts at contributing positively in meetings.	Teacher often fails to show up or be on time for required school and district meetings. Teacher is negative and avoids or refuses to participate or make any kind of positive contributions.
---	--	--	---	--

Distinguished ☐
 Highly Effective ☐
 Effective ☐
 Developing ☐
 Ineffective ☐

GUHSD Teacher Performance Evaluation

MAINTAINS APPROPRIATE PROFESSIONALISM STANDARDS.

Teacher is highly effective plus is recognized as a district leader in professional appearance, attendance, punctuality, judgment and other professional duties i.e. submitting paperwork and communicating in a timely manner. Provides leadership in setting professionalism standards for the district and school.	Teacher is effective plus serves as a model for professional appearance, attendance, punctuality, judgment and other professional duties i.e. submitting paperwork and communicating in a timely manner.	Teacher consistently adheres to school professional appearance guidelines. Teacher maintains appropriate punctuality, attendance and other duties i.e. submitting paperwork and communicating in a timely manner. Teacher demonstrates appropriate professional judgment.	Teacher inconsistently adheres to professional appearance guidelines. Teacher has occasional issues with punctuality and/or attendance and submitting paperwork and communicating in a timely manner necessitating a warning. Teacher demonstrates inconsistent judgment.	Teacher fails to dress appropriately despite warnings. Teacher demonstrates poor punctuality, attendance and submitting paperwork and communicating in a timely manner. Teacher demonstrates inappropriate judgment requiring written documentation.
---	--	---	---	--

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

RATING: IV. Meeting Professional Responsibilities. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished ☐ **Highly Effective** ☐ **Effective** ☐ **Developing** ☐ **Ineffective** ☐

GUHSD Teacher Performance Evaluation

SUMMARY RATING SHEET:

STANDARD I: Planning and Preparation.

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

STANDARD II: Creating a Positive Classroom Environment.

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

STANDARD III: Instructional Skills.

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

STANDARD IV: Meeting Professional Responsibilities.

Distinguished ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective ☐

GUHSD Teacher Performance Evaluation

Teacher Development Plan:

List this individual's top strengths and priority development need. Identify recommended professional development activities or specific steps to support ongoing development and desired outcome.

Strengths:

Priority Development Need: (Identify target outcome, timing and recommended support requirements.)

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

GUHSD Teacher Performance Evaluation

Teacher's Comments: (Optional, can be in response to any part of the review.)